Living in the Wider World – Money Matters

PSHE and Citizenship | LKS2 | Planning Overview

About the Topic

This Money Matters unit aims to promote discussion about money with children in LKS2. Children will revise what they have learnt about where money comes from and review the different payment methods available. Children will explore the advantages of different payment methods and how people can use these to pay for things they want and need. The unit will cover some reasons people may have for borrowing money and how people can keep money safe when making payments online and offline. Children will learn what value for money means and how people may choose to contribute positively to the environment through ethical consumption. Learning will also cover what a budget is and how it can help people plan and manage their money if this is a choice they are able to make. All these topics will be based on the understanding that everyone's financial situation is individual and the different choices and decisions people make about their spending should be viewed with kindness and respect.

Be mindful of the fact that children may have different experiences of money and some children may find this a sensitive topic. It is important to consider your learning environment and ensure it creates an atmosphere of kindness and respect. For further guidance on learning environments, see the additional notes at the bottom of the lesson plans.

Home Learning

Looking After My Money: In this activity, children draw or write about ways they choose to keep money safe.

My Shopping Trip: In this activity, children can be given a small amount of a household budget and a list of things to buy with it. Working with a trusted adult, they can either create a role-play scenario at home or go on a shopping trip where they need to find the items and pay for them, keep track of what they spend and write or draw their own receipt.

Wider Learning:

Why not organise an Enterprise Day? Working in teams, children can plan, budget and market a product to sell. Children can even consider how to influence people's spending by advertising their products.

Assessment Statements

All children should be able to:

- discuss where money comes from;
- list four payment methods people can use to pay for items;
- give examples of things people want and need;
- offer reasons people might need to borrow money;
- talk about ways we can keep money safe;
- discuss what value for money means;
- explain what it means to budget.

Most children will be able to:

- talk about jobs they know and qualifications or interests that would be helpful to people doing these jobs;
- explain the advantages of some payment methods;
- talk about the difference between wants and needs;
- discuss ways people can borrow money;
- explain how people can make sure electronic payments are secure;
- talk about ways spending can affect the environment;
- explain how people can budget for their spending.

Some children will be able to:

- explain some benefits of being employed;
- discuss why people might choose one payment method over another;
- talk about different priorities people might have for their spending, such as value for money and ethical spending;
- explain things people might consider when borrowing money;
- discuss financial threats online;
- discuss how value for money and ethical spending can influence people's choices;
- explain how keeping track of spending can help people to budget.

This resource is fully in line with the Learning Outcomes and Core Themes outlined in the PSHE Association **Programme of Study**.

Lesson Breakdown | Resources

1. Where Does Money Come From?

L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life

L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid

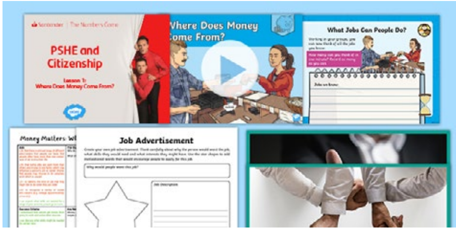
L31. to identify the kind of job that they might like to do when they are older

L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)

I understand there are different routes into employment and reasons people go to work.

Resources:

- Coloured pens and pencils
- Large sugar paper
- Mini whiteboards or scrap paper



2. Payments and Priorities

L17. about the different ways to pay for things and the choices people have about this

L20. to recognise that people make spending decisions based on priorities, needs and wants

I understand people make decisions about what to spend money on and how to spend it.

Resources:

- Coloured pens and pencils
- Mini whiteboards

3. Reasons to Borrow

L20. to recognise that people make spending decisions based on priorities, needs and wants

L24. to identify the ways that money can impact on people's feelings and emotions

I can talk about reasons people might need to borrow money and how money can affect people's emotions.

Resources:

- Sticky notes

4. Online Financial Safety

L21. different ways to keep track of money

L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe

I can explain ways people can keep money safe and why it is important to do this.

Resources:

- Coloured pens and pencils
- A3 paper

5. Spending Decisions

L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'

L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)

L20. to recognise that people make spending decisions based on priorities, needs and wants

I can talk about factors that can influence people's spending.

Resources:

- Role-play food for support if available

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6. What Is a Budget? L20. to recognise that people make spending decisions based on priorities, needs and wants L21. different ways to keep track of money I can explain what it means to make and use a budget.	• Mini whiteboards	

Disclaimer: This resource is provided for informational and educational purposes only. As far as possible, the contents of this resource are reflective of professional research as of April 2025. This resource is not intended to replace professional training. If you require financial advice, you should contact a suitably qualified finance professional.